DOCUMENT RESUME

ED 336 630 CE 059 122

TITLE	Educating for a Change. An ANC Skillshop in Popular Education. Workshop Manual.
INSTITUTION	African National Congress.; Doris Marshall Inst. for Education and Action, Toronto (Ontario).
SPONS AGENCY	Centre for the Study of Education in Developing Countries, The Hague (Netherlands).
PUB DATE	90
NOTE	91p.; For related documents, see CE 059 120-124. A course in the theory and practice for planning and leading workgroups (Lusaka, Zambia, January 28-February 3, 1990).
AVAILABLE FROM	Doris Marshall Institute, 818 College Street, #3, Toronto, Ontario M6G 1C8 ($10.00 plus 20% shipping and handling; in Canada add 7% sales tax).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; Change Agents; *Change Strategies; *Curriculum Development; Democracy; *Democratic Values; Foreign Countries; Group Dynamics; Group Experience; *Learning Activities; Material Development; *Program Development; *Social Change; Staff Development; Teaching Methods; Workshops
IDENTIFIERS	Africa; *Popular Education

ABSTRACT

This manual provides materials for a 6-day workshop to develop skills in democratic learning and teaching practices. Goals of the workshop are as follows: (1) train facilitators to use the methodology; (2) introduce people in the African National Congress (ANC) to the potential of popular education methodology; (3) determine follow-up action to create a base of interchange of experience; and (4) plan actions necessary to create a core of trainers of trainers. Section A contains a overview of the course, including its objectives and agenda. Section B is a detailed review of each day of the program. It includes a restatement of the objectives for the day, a description of the process used, the activity tasksheets and handouts, and all the knowledge/materials produced by the participants on that day. Titles of the six sessions are as follows: What's It All About; Surveying the Terrain; Working by Design: Part One, Planning an Activity; Working by Design: Part Two, Planning a Workshop/Meeting; The Practice of Facilitation; and Covered Ground and Next Steps. Section C summarizes the methods of evaluation built into the course and the most immediate results of the programs. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Mitchell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Educating for a Change
An ANC Skillshop in Popular Education
Theory and Practice for planning and leading workgroups

Workshop Manual

CONTENTS

	Introduction to the Course	1
A	Overall Course Outline, Objectives, Assumptions	7
B	Course Detail: - methods used, results, handouts	13
	1 Sunday: What's it all about?	
	2 Monday: Surveying the Terrain	
	3 Tuesday: Working by Design	
	Part one: Planning an Activity	
	4 Wednesday: Working by Design	
	Part Two: Planning a Workshop/Meeting	
	5 Thursday: The Practice of Facilitation	
	6 Friday: Covered Ground and Next Steps	
C	Evaluation/Results	77
	Postscript	
	by the Popular Education Working Group	80

credits

Workshop planning and design	*The Popular Education Working Group of the African National Congress *The Doris Marshall Institute for Education and Action
Workshop logistics	The Popular Education Working Group of the African National Congress
Facilitators	Beverley Burke and Barbara Thomas from the Doris Marshall Institute
Financial Support	CUSO East/Central/Southern Africa Program

Reproduction of all or parts of this Manual
For use in publications, please get the written permission of The African National Congress (ANC)

Introduction

The ANC Skillshop in Popular Education was born as a result of the interest within the ANC in developing skills in democratic learning and teaching practices. The first contact with members of the Doris Marshall Institute(DMI) was in 1987 when Rick Arnold and Beverley Burke visited the Southern Africa region during preparation of the kit, South Africa on the Move and conducted a brief workshop on 'Popular Education in Latin America'. In 1989, Barbara Thomas requested a meeting with ANC members in Lusaka to discuss interest in an exchange between the DMI and educators in the region. As a result of this meeting, the Popular Education Working Group (PEWG) was formed, with members from several ANC Departments.

PEWG invited the Doris Marshall Institute to conduct a five day workshop to build skills in democratic educational practice for ANC members. It was clarified from the outset that the two facilitators were being asked to contribute their experience with the methodology of education for social change. As outsiders, they did not bring knowledge of the context in which the work would be applied. Thus the content of the program, as well as the adaptation of the methdology to the specific ANC context, were defined as the responsibilty of the workshop participants.

The CUSO East/Central/Southern Africa program agreed to fund transportation and fees for the facilitators, as well as logistical costs of food and lodging. The Doris Marshall Institute contributed the planning time of the facilitators and the preparation of the kits and other course materials. The African National Congress contributed the time and logistical support of members of the Popular Education Working Group, and released twenty participants from other duties to attend the training course for a full week.

Educating for a Change: An ANC Skillshop on Popular Education

What the course was about

The Skillshop for ANC members emphasized the development of skills in both planning and leading education programs. The approach used drew heavily on 'popular' and 'people's education' theory and practice. The program involved practices and activities to demonstrate and develop democratic process - such as how to encourage participation and demonstrate respect for the knowledge and experience of participants.

The **overall goals** for this Skillshop were to:

- ☐ train facilitators to be able to use the methodology in future workshops;
- ☐ introduce a wider number of people in the ANC to the potential of popular education methodology;
- ☐ strategize on follow-up action to create a base of interchange of experience;
- ☐ plan what actions are needed to create a core of facilitators eventually able to train others.

Who it was for

All of the 20 participants who attended were :

*ANC members working in the areas of political organizing, education, research and culture; (12 Departments were represented)

*in a position to apply what they learned directly in their work;

*willing and able to attend all five days of the Course.

A limit of 20 participants was suggested by the facilitators to ensure adequate participation. The workshop brochure on the next page was developed by the planners from both organizations. The Popular Education Working Group of the ANC was responsible for publicity and registration of participants.

When and where it was held

This was a residential five day session running from the evening of Sunday January 28 to noon on Friday February 2. It was held at the Cooperative College in Lusaka. On the Saturday evening prior to the workshop, an opening reception was held, with a brief presentation by the Workshop Facilitators on the methodology of Education for Social Change and its possible use to the ANC.

How it was planned

The ANC Popular Education Working Group(PEWG) met to discuss their objectives for the workshop. Subsequently, a preparatory meeting of one PEWG member with the DMI Facilitators was held in Canada to prepare a brochure which outlined the broad goals and desired outcomes for the workshop. Based on these discussions, DMI prepared a draft course outline which was sent to Lusaka one month prior to the workshop. Shortly after the arrival of the facilitators, a meeting was held with PEWG to review the draft outline and make the necesssary changes. Then the final outline was prepared for the participants.

Course Materials

The materials prepared by the DMI included:

- ☐ a kit of readings on Education for Social Change for each participant;
- ☐ handouts relevant to specific activities, distributed to all participants
- ☐ reference materials on display during the workshop - listed in the bibliography available in the kit of readings.
- ☐ a small reference library of materials on Education for Social Change left with the ANC
- ☐ this Workshop Manual

There was also a good deal of knowledge produced by the participants and it is included in this Manual.

Using this Manual

The Workshop Manual has been prepared for participants as a reference to the materials used and developed in the Course. It is also intended as a way of sharing the experience with other interested ANC members. The Manual may also be of interest to other organizations interested in training in education for social change methodology.

Section A contains the overview of the Course which was given to participants at the beginning of the program. This section will be most useful for those who are looking for a summary of what happened.

Section B is a detailed review of each day of the program. It includes a restatement of the objectives for the day, a description of the process used, the activity tasksheets and handouts, and all of the knowledge/materials produced by the participants on that day.

Section C summarizes the methods of evaluation built into the Course, as well as the most immediate results of the program.

Notes

WHO IS GIVING THE COURSE?

The Doris Marshall Institute for Education and Action is a new organization of adult educators who see the development of educational knowledge and skills as integral to organizing and action against social injustice.

Course leaders for this program will be:

Bev Burke
- an adult educator with experience in 'popular education' in both Latin America and Canada, working with unions, community groups and non-government organizations. Among her publications are: *A Popular Education Handbook*, and *A New Weave: popular education in Canada and Central America*. She also co-authored the kit, *South Africa on the Move*, and trained Canadian solidarity workers and teachers in its use.

Barb Thomas
- an adult educator who has worked extensively in Canada with unions, human service organizations and international development agencies. Among her publications are *Combatting Racism in the Workplace: A Course for Workers* and the Canadian Labour Congress *Steward Training Instructors Manual*. She has run facilitator training programs for immigrant organizations, trade unions and social service agencies in the Canadian context.

TO REGISTER

If you want to attend, please fill in the enclosed registration form and return it as soon as possible.

◦ D ◦ M ◦ I ◦

Educating for a Change

An ANC Skillshop in Popular Education

Theory and Practice for planning and leading Workgroups

January 28 - February 3, 1990

organized by:

The Popular Education Working Group of the African National Congress together with the

DORIS MARSHALL INSTITUTE FOR EDUCATION AND ACTION

WHO'S IT FOR?

This course is for **ANC members** who:

a) are working in the areas of political organizing, education, research and culture;

b) could apply popular education skills and methodology directly in their work;

c) will attend all five days of a full-time course.

Note: This first workshop is limited to 20 participants. There will be an attempt to ensure a cross-section of ANC activists.

WHEN IS IT?

Open evening reception: Saturday Jan. 27, 1990.

The Skillshop: Sunday Jan. 28 at 5p.m.
to
Friday Feb. 3 at 12p.m.

WHAT'S IT ABOUT?

This course is intended to develop design and group-leading skills among ANC activists who work in a variety of contexts. The approach will draw on 'popular education' theory and practice, and involve hands-on activities relevant to the specific work of participants.

Our **goals** are to:

- ☐ train facilitators able to then use the methodology in future workshops;
- ☐ introduce a wider number of people in the ANC to the potential of popular education methodology;
- ☐ strategize on follow-up action to create a base of interchange of experience;
- ☐ plan what actions are needed to create a core of facilitators eventually able to train others.

Specifically, participants will increase their knowledge and skills in:

- ☐ planning and designing workshops;
- ☐ understanding the basic theory and origins of popular education methodology;
- ☐ developing activities appropriate to different groups;
- ☐ facilitating group activities which:
  - draw on participants' experience
  - introduce information
  - analyse problems and issues
  - develop action plans

Part A

Overall Course Outline

A. Overall Course Outline and Objectives

What follows is an overview of the Course and its objectives. For a detailed description of the process and the content produced by participants on each day, refer to Section B.

Sunday January 28 What's it all about

Objectives

1. Create a climate of ease and introduce ourselves
2. Clarify participant expectations
3. Establish the program objectives and process for the week
4. Introduce a tool for reflection to be used during the workshop
5. Introduce some ways in which 'popular education' has been applied in selected contexts and its relationship to People's Education
6. Introduce some materials on education for social change

Agenda

3:30-6:00	*Introductory activities *Course outline, process and materials *Reflection
6:30-7:30	Dinner
7:30-9:30	People's Education and Popular Education

Monday January 29 Surveying the Terrain

Objectives

1. Identify elements of an effective workshop on issues of social change
2. Explore linkages between design and facilitation
3. Introduce principles of Popular Education and their basis in how people learn
4. Explore the tensions between content and process in applying principles of popular education
5. Identify and analyse anticipated tensions in acting as a popular educator within your ANC work
6. Begin to recognize, using selected cases, how workshop design and/or facilitation can address these tensions
7. Review the day in terms of the stages of a workshop

Agenda

8:00-10:00	*hangovers, agenda for the day *Elements of an effective workshop *Design and Facilitation
10:00-10:30	Tea
10:30-12:15	*Connections between Design and Facilitation *Principles of popular education and how people learn *Our worst nightmares
12:30-2:30	Lunch break
2:30-4:00	Drama presentations and discussion
4:00-4:30	Tea
4:30-6:30	*Drama presentations and discussion continued *Summary of learnings about faciliation and design *Reflection
evening	Free

Tuesday January 30 **Working by Design: Part One**
Planning an Activity

Objectives

1. To establish that education for social change can happen formally and informally in many places within an organization
2. Identify each participant's involvement in social change education in ANC
3. Identify constraints/entry points for using this methodology in ANC
4. Unmask and critique essential elements of morning activity
5. Understand the main parts - design and facilitation - of an activity
6. Identify factors to consider in developing an activity appropriate to the context/needs of participants
7. Practise adapting an activity to ANC work

Agenda

8:00-10:00	*Hangovers, agenda and process observer's report *Education for Social Change in the ANC
10:00-10:30	tea
10:30-12:15	Discussion continued
12:30-2:30	lunch and break
2:30-4:00	'What's and How's' of designing an activity
4:00-4:30	tea
4:30-6:30	Practise designing and preparing to facilitate an activity
Evening	Work continues on the activity if necessary in workteams

Wednesday January 31 **Working by Design: Part Two**
Planning a workshop/meeting

Objectives

1. To practise introducing an activity
2. To develop a checklist for designing and faciltating an activity
3. To review different stages of a workshop
4. To practise thinking about a workshop/meeting in terms of participants and desired outcomes
5. To practise writing realizable objectives for a 3 hour workshop,/meeting
6. To practise designing a workshop/meeting appropriate to a specific constituency

Agenda

8:00-10:00	*Hangovers, agenda, process observers *Presentation of Activities
10:00-10:30	tea
10:30-12:15	*Revise checklist for choosing an activity *Pre-planning for a workshop, seminar, meeting
12:30-2:30	lunch and break
2:30-4:00	Setting objectives for a workshop/meeting
4:00-4:30	tea
4:30-6:30	Planning a 3 hour workshop/meeting
evening	Planning work continues in workshop teams

Thursday February 1 **The Practise of Facilitation**

Objectives

1. Establish some rules and a process for giving critical feedback to colleagues
2. Practise faciliating the most difficult ten minutes of the workshop designed by workteams
3. Practise providing critical feedback to colleagues
4. Summarize learnings about design and facilitation of a workshop/ meeting

Agenda

8:00-10:00	*Hangovers, agenda, process observers *Rules for Feedback *Workshop presentations and discussion
10:00-10:30	tea
10:30-12:15	Workshop presentations and discussion continued
12:30-2:30	lunch and break
2:30-4:00	Workshop presentations and discussion continued
4:00-4:30	tea
4:30-6:00	*What we've learned about Facilitation and Design *Reflection on the past two days
Evening	Social time

Friday February 2 Covered Ground and Next Steps

Objectives

1. Develop a checklist of facilitator techniques for democratic learning and teaching
2. Identify next steps for applying this methodology within each ANC Department represented by participants
3. Identify resources and support mechanisms for follow-up
4. Evaluate the workshop

Agenda

8:00-10:00	*Hangovers, agenda, process observers *Democratic learning and teaching practices *Application and Next Steps
10:00-10:30	tea
10.30-12:30	*Application and Next Steps cont... *Evaluation

Part B

Course Detail

BEST COPY AVAILABLE

B. Course Detail

In this section, each day or stage of the five day course will be detailed. For each stage you will find:

- ☐ a restatement of the objectives for each session;
- ☐ a brief description of the process, including the material produced by participants;
- ☐ handouts distributed.

1. Sunday (3:30-6:00) What's it all about?

OBJECTIVES

1. Create a climate of ease and introduce ourselves
2. Clarify participant expectations
3. Establish the program objectives and process for the week
4. Introduce a tool for reflection to be used during the workshop
5. Introduce some ways in which 'popular education' has been applied in selected contexts and its relationship to People's Education
6. Introduce some materials on education for social change

THE PROCESS

The workshop was opened by an official welcome from the ANC Popular Education Working Group (PEWG). The Facilitators were introduced and they reviewed the objectives and agenda for the evening.

Introductions

To get to know each other we used an exercise called 'buses' where participants were invited to group themselves 'in buses' according to their gender, branch committee, department, first language, province/country of birth - ending up in buses of 'two'.

To continue introductions, participants had paired discussions with four different people - discussing one of the following questions with each partner:

- *what did you have to do to get to the workshop?
- *what pictures/words come to mind when you hear the term 'popular education'?
- *in what ways does your work involve learning and teaching?
- *what do you want to get out of this workshop?

At the end of the last discussion, we did a 'round robin' where each participant introduced him/herself to the group and identified his/her expectations for the workshop. These were noted on the flip chart.

Participant Expectations of the Workshop

Name	***What I hope to get from the workshop***
Welcome	*"how" to organize a workshop or seminar effectively*
Pren	*"learn how" to make our meetings interesting./involve people in discussion*
Angela	*"the above two* *"better understanding of my own and the movement's weaknesses in facilitation and design* *"have confidence to use PE in workshops/meetings etc.*
Johnson	*"in a position to organize a training workshop with trainees also deciding on what they would like to be trained on* *"agree with above*
Doris	*"understanding of PE - make people think creatively in a political situation* *"organize workshops and get people to participate fully* *"transmit ideas of PE*
Sue	*"how" to make meetings more interesting* *"transmission of political ideas and processes (org. action)*
Mmabatho	*"agree with Pren* *"hope there are other workshops for music, political education etc.* *"would like in future to teach others how to sing*
Helena	*"understand how PE can contribute to movement debates* *"how to plan a workshop (what to do when)* *"confidence to do them* *"think about how we work in the ANC in our meetings (strategy to challenge how things done now)*
Mirriam	*"how to organize workshops* *"able to develop curriculum appropriate to a target group I identify.*

Name	What I want to get out of this workshop
Tycor	*able to impart sense of responsibility and independence to trainees - also see Welcome and Pren
Mandla	*skills to organize more effective workshops *increase participation so there won't be only two people talking *how to apply what I've learned to daily work in the department
Mpho	*understanding and mastering of PE techniques *develop ability for application in my sphere of work
Regina	*able to motivate - 'justify' projects *to write clear objectives *understand PE in depth *to be able to write well for different dep'ts (health, national educational Council, women) and impart this to others
Tessa	*get skills in methodology *learn about communication techniques
Alain	*the above *learn of experiences in other countries *differences between popular and people's education *impart that knowledge to others
Zola	*agree with first three people *able to be sure when I speak I have been able to reach everyone/ways of getting feedback *methods of presenting
Bongi	*in depth understandingh of PE so I can use it (methods) *develop language - way I communicate so when I ask for information people will give it willingly (in terms of getting research data)
Elmond	*interest in methods *in a position to train other people in running workshops *train people how to write papers

Outlining the program and assumptions

The Facilitators then outlined their assumptions and the program for the week. They also referred to participant expectations, clearly indicating those which the program would not be able to meet. They also negotiated the workshop schedule, with an agreement to begin and end on the agreed-upon times. To involve participants more fully in running the workshop and to assist in developing awareness of group process, the concept of 'process observers' was introduced and the first observers chosen. A second tool called 'fly on the ceiling' was explained and was then used at the end of each day as a method of recording what we had done and reflecting on possible adaptations for ANC work. Finally, participants were introduced to the reference materials available both in the 'Kit of Readings' and on the display table.

Currents in Education for Social Change

After dinner, we returned for a brief presentation on the Currents of Education for Social Change - noting in particular 'People's Education' and 'Popular Education'. We then viewed the film 'Starting from Nina' as an illustration of the application of popular education in the Canadian context. A number of issues emerged from the discussion and were noted for future reference.

Sunday: Issues Emerging

"On what scale can you apply this methodology"

"Is this pre or post liberation methodology"

"Where, with whom and how can we use this methodology now?"

"Distinction between 'people's' and 'popular' education"

"How can you use democratic methods with large numbers of children in a classroom?"

"Can popular education be used with the Bourgeois class?"

"What methods, other than discussion, can we draw from? And how do we choose them?"

"How do we help people channel emotions/expectations constructively?"

The following handouts related to Sunday are attached

1. Facilitator Assumptions
2. Process Observer Sheets
3. Fly on the Ceiling Reflection Sheet
4. Kit of Background Readings (Contents sheet only is included here)

Our Assumptions About This Workshop

- ☐ Everyone will help contribute to a safe/non-judgemental environment
- ☐ Much of the content will be coming from the participants
- ☐ Participants bring analysis/experience to the Course
- ☐ Everyone knows something about the contraints and possibilities in which they work
- ☐ Everyone will have a shared intolerance for all forms of oppression
- ☐ Participants will take responsibility for their own learning and interaction with other participants
- ☐ Everyone will participate fully in all sessions
- ☐ Everyone has some experience in education
- ☐ Everyone will set objectives for a 3 hour workshop and draft a design for one activity
- ☐ There will be tolerance of differences in approaches and strategies
- ☐ People will bring a sense of humour
- ☐ We know less than participants do about this social context
- ☐ The fact that we are white Canadian women has shaped our particular knowledge, experience and perspectives
- ☐ We bring a knowledge of the theory and practice of social change education and will contribute it as appropriate

Process Observers

Your role is outlined below.

1. To be available to participants for input into the course as we go along

2. To reflect on how the day went, keeping in mind:

.Participation

.Pacing (Did things move too fast? too slow?)

.Balance of new and familiar content

.Language (Could everyone understand? Terminology clear?)

.Logistics

At the end of the day, prepare your report with the other Observer based on feedback from other participants and your own observations during the day. The report should be no more than 10 minutes in length and will be at the beginning of the morning session. You might want to make your observations on this sheet.

Fly on the Ceiling

1. What did we do?

2. What happened for you - summarize what you learned/felt

3. What could you use? How could you change it to meet your own situation? What alternatives can you think of ?

Notes

Table of Contents

Currents in Education for Social Change

1 What is Popular Education?

2 Education for What?

3 Popular Education: Concept and Implications

4 Key Principles of Freire

5 Unveiling Reality Through Popular Education

6 Popular Education: Objectives and Propositions

7 Feminism and Popular Education: A critical but necessary relationship

8 Key Features of People's Education: A Summary

9 People's Education in South Africa

10 Recognizing Critical Thinking

11 Principles of Anti-Racist Education

12 Talking Back: thinking feminist, thinking black

Education for Social Change: Methodology

13 Receptors of Information - The Communication Process

14 Popular Education Techniques and How to Use Them

15 Four Guides to Brainstorming

16 Learning Through Art

17 What's My Role as Popular Educator?

Education for Social Change: Applications

18 Gracias, Nicaragua! Obrigado Brazil! South-South Exchange as an Approach to Staff Training

19 Popular Education in Latin America

20 The Methodology of Popular Education in the Sandinista Revolution

21 Nuestra Trinchera (Our Seige): Workbook for Popular Basic Education Language Arts - Number one, Level one in Nicaragua - a sample

22 The Weather Forecast: A tool for conjunctural analysis

Bibliography

23 Readings in Adult and Popular Education (English)

Readings in Racism

24 White Identity Politics: A Framework for Anti-Racist Action and Education

25 Unlearning Racism

26 Racism: An Issue for Everyone

27 Conditions Under Which Racial Learning Occurs

28 Guidelines for Using Films and Videos on Racism

29 Children, Race and Racism: How Race Awareness Develops

2. Monday (9:00-6:00) Surveying the Terrain

OBJECTIVES

1. Identify elements of an effective workshop on issues of social change
2. Explore linkages between design and facilitation
3. Introduce principles of Popular Education and their basis in how people learn
4. Explore the tensions between content and process in applying principles of popular education
5. Identify and analyse anticipated tensions in acting as a popular educator within your ANC work
6. Begin to recognize, using selected cases, how workshop design and/or facilitation can address these tensions
7. Review the day in terms of the stages of a workshop

THE PROCESS

After allowing for any 'hangovers' from the previous session, we reviewed the objectives and agenda for the day. The starting point was participant experience with what helped or hindered participation in workshops/ meetings they had attended. In pairs, people listed on small pieces of paper in large letters 3 elements which had helped and 3 which had hindered participation.

> **The Task: What helps and hinders our participation**
>
> With your partner.
> - Think about a workshop, seminar, conference you have attended.
> - Make a list, together, of the elements which:
>
> Helped your learning Hindered your learning
>
> - Choose the 3 most important helps, and the 3 most important hindreds. Write each on a separate slip of paper provided, using a felt pen.
>
> You have 15 minutes

Each pair was then asked to post the points on the wall under 'helps' or 'hinders', clustering similar points together. In the large group we then turned the 'hinders' into 'helps'.

The Facilitators introduced the terms 'facilitation' and 'design'. Participants were next divided into two groups. One group was asked to use the 'helps' to develop a checklist for effective facilitation; the other to do the same for design.

The Task: Checklists for Facilitation and Design

*Look at the list of points we developed on what helps us learn
*Write on a piece of flip chart paper
Group one: those points which are about design/planning
Group two: those points which are about facilitation/chairing

Checklist for Effective Design

D1 Starting point: define clear and specific objectives: (see F2)
- give out in advance / discuss at the beginning of the workshop
D2 Clearly publicize workshop
D3 Draw on experience of others
D4 Selection of participants and presentations consistent with objectives
D5 Design a programme ensuring active and full participation and sharing information and ideas: e.g. small group discussions
D6 Use different and appropriate methods ,recognizing different education and experience levels (see F6 and F11)
D7 Involve people with practical experience
D8 Try to ensure correct allocation of time (see F9)
D9 Consider need and facilities for translations (see F11)
D10 In design be responsible for logistics such as transport, venue, finance, materials, secretarial services, invitations
D11 Brief presenters/facilitators on context, recognizing differences F7 ,12
D12 Carefully consider proper selection of personnel (see F11)

Checklist for Effective Facilitation

F1 facilitators should participate in the design
F2 introduce the programme and the objectives to the partcipants (D1)
F3 ensure that participants have all relevant materials
F4 introduce authorities with information at appropriate moments
F5 stimulate informal discussions
F6 good chairing (see D6)
F7 recognize and name ideological and other differences with the intent to diffuse tension (see D11)
F8 to ensure broad participation, frankness and openness
F9 determine pace of the meeting and keep to schedule (see D8)
F10 introduce and summarize presentations and discussions
F11 ensure that different language and educational levels are accomodated (see D6, D9, D12)
F12 anticipate situations and deal with them fairly (see D11)

The facilitators then helped the group identify meeting points between the two lists. (Connections are noted on the checklists.) Finally, there was a brief presentation on the principles of education for social change and their basis in how people learn.

In the afternoon, participants broke into four small groups to prepare to dramatize their worst nightmares in running a meeting/workshop using popular education principles. After 30 minutes of preparation, the dramas were presented and discussed. The audience was asked to name the nightmares presented; review what (if anything) the group tried to do to address the problems. Then in their small groups, 5 minutes were given to brainstorm how the group might have dealt with the problems presented. These ideas were shared and noted on the flipchart.

The Task: Nightmares in running a workshop/meeting

* Share your worst experiences or worst fears in running a workshop, meeting etc. using popular education principles
* Develop a five minute scenario or situation to illustrate the major points made in your discussion
* Prepare to dramatize this scenario to the other groups. You can use props, make signs - whatever you think will help your presentation

NOTE There will be no acting awards given!!

The problems presented by participants and some of the solutions they discussed are outlined below.

Group one

Problems presented

- people didn t understand what it was about
- facilitator caught up with technical stuff and forgets about the group
- traditional attitudes (wanted a chair, secretary, lecturer, presenter)
- mix of methods confuses people
- 'pictures only for children'

Possible ways to address the problems

- prior to presentation of new ideas, explanation should be given spelling out the objectives of presentation/workshop
- request for floor to facilitator to present objectives
- the intimidation style from the floor does not help democracy
- introduction of concept of popular education
- ask for contribution about the expectations of participants
- prepare support beforehand

Group Two 'So What do you think you're doing'

Problems presented

- latecoming - almost a deliberate disturbance
- group no knowledge ahead of time of the new method (her mandate)
- caucusing - 'know'-all'
- resistance to change (chairperson, writing on flip chart, rapporteur, seating, to talking about themselves)
- someone who goes on too long
- high flown English

Possible Ways to Address the Problems

During the skit
- to explain, patience
- reminder re: focus for introduction
- some participants tried to help
- Facilitator didn't take it personally
Group suggestions:
- before actual application of this kind of workshop, people should be consulted and educated
- could have used less personal warm-ups and could have conceded certain things e.g. seating, rapporteur
- to introduce new methods into the design
- publicized the meeting in good time
- tell them in good time that it is a new way of addressing a meeting

Group three

Problems presented

- different agendas of facilitator and participants
- in spite of consultation, participants come with their own agenda
- breakdown in communication between organizers and participants
- participants not directly consulted in advance
- participants came with an agenda they couldn't meet at home and that took first importance for them
- facilitator not informed about how much people already knew
- strong resistance to the agenda

Possible ways to address the problems

- facilitator tried to stick to the agenda in the skit
- facilitator has to find means of accomodating the demands of the participants without jeopardising the program itself
- could have tried to meet their demands and avoided the walkout
- the facilitator was to have listened carefully and planned a joint solution
- negotiate a compromise on the two agendas

Group four

Problems presented

- chairman afraid his ideas wouldn't be accepted
- resistance to idea of the skit by the authorities
- members in a hurry
- problem for people confronting their daily problems
- chairman not resolute/didn't know/explain what it was about
- not confident chair
- mind blanks out

Possible ways to address the problems

- chairperson could have notes to assist confidence
- skit needed introduction and conclusion
- chairman should have sold idea to the Branch
- should have consulted with chairman before presentation of role play
- there should have been a clearly stated agenda
- forewarn the chairperson for proper introduction
- ensure proper introduction of the activity

Reflection on the day

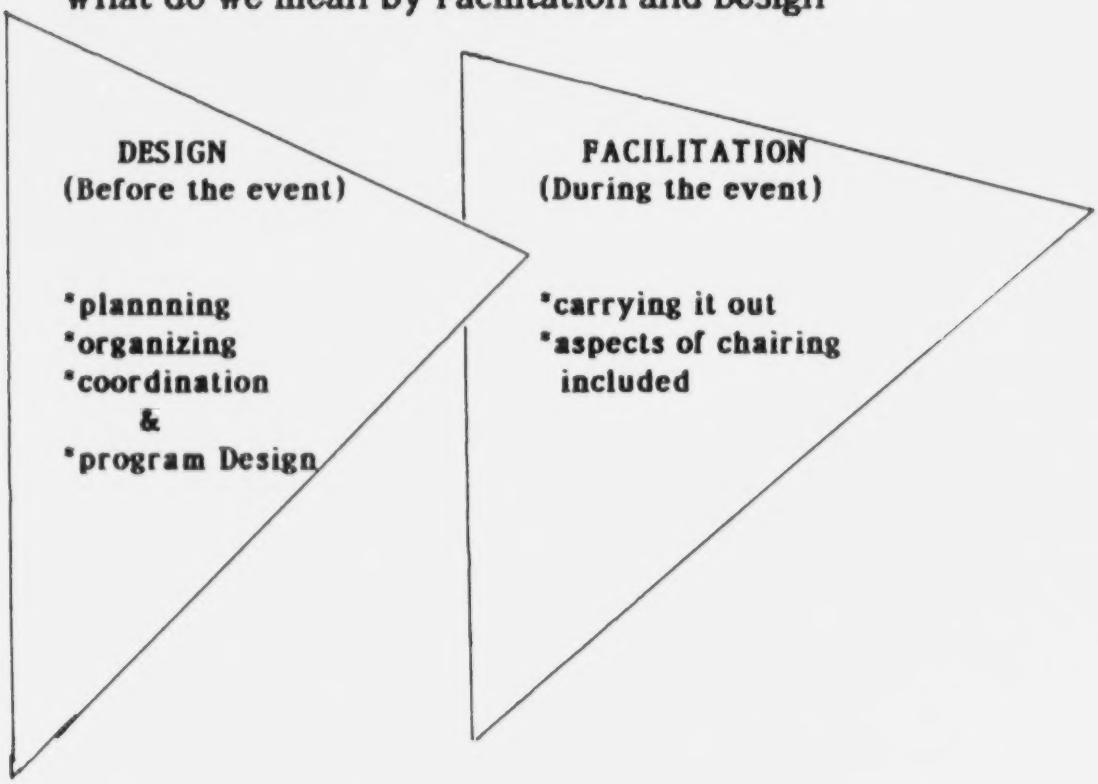
Finally, we reviewed the day, using the 'stages of a popular education workshop', introduced earlier. (A copy is included in the handouts section). Participants then spent a few minutes completing their 'fly on the ceiling' reflection sheet.

The following handouts related to Monday are attached:

1. What do we mean by facilitation and design
2. Principles of Effective Adult Education
3. Stages of a workshop
4. Principles of Education for Social Change

Note that the 'fly on the ceiling' reflection sheet is included with Sunday's handouts.

What do we mean by Facilitation and Design



Principles of Effective Adult Education

We learn best when:

We see the learning as valuable

The goals are clear

We can make mistakes

Our own experience is valued and drawn upon

We apply the learning to our own circumstances

We can connect new facts/insights with what we already know

We get direct and frequent feedback

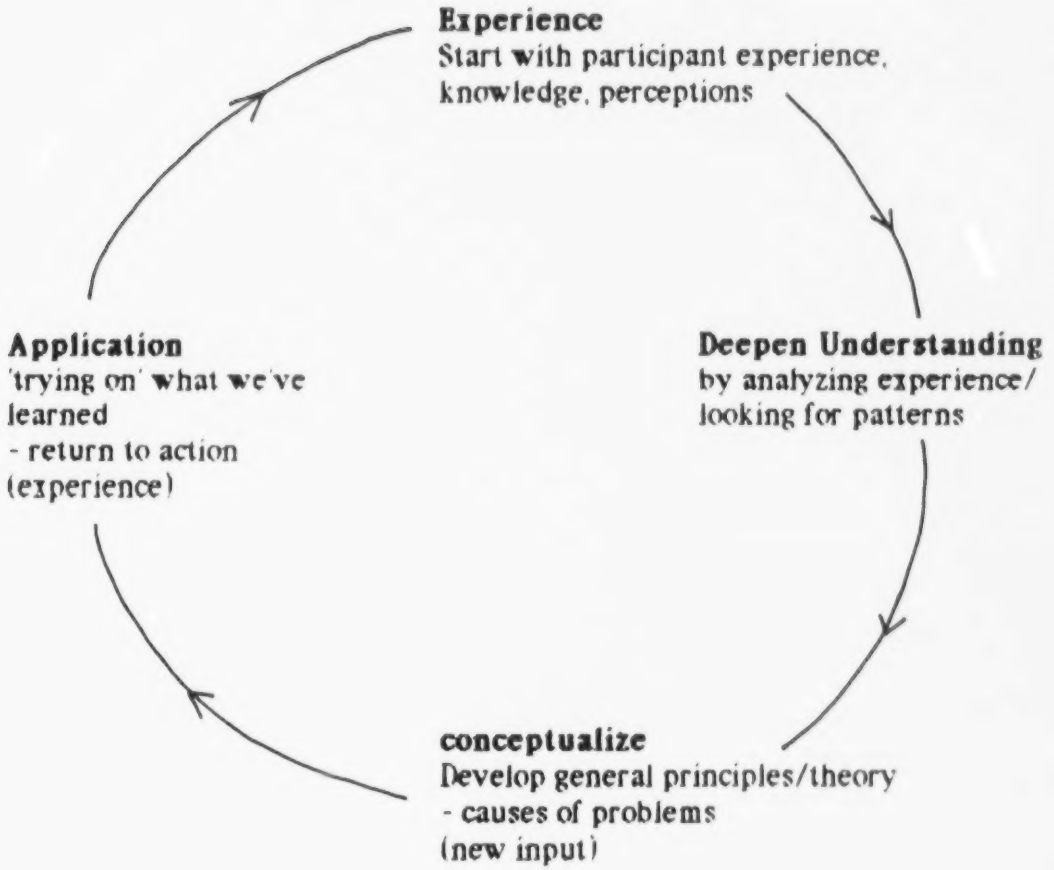
We can share/debate/discuss what we are learning with others

We feel respected, listened to

We have input into how teaching and learning happens

DMI
1988

Stages of a Workshop



Interaction Between:
Experience/Theory
Action/Reflection
Participant Knowledge/New Input

DMI
1988

Popular Education/ Education for Social Change/ People's Education Methodology

Builds Democratic Practice Through:

*Consultation

*Collective Action

*Building on Experience

*Teaching while learning

*Varied Activities

*Creative Expression

*Active Participation

*Collective Action

*Learning while teaching

*Using mind, hands, emotions

*Practising Learning

*New information linked to what people know

Notes

3. Tuesday (8:00-6:00) Working by Design
Part one: Planning an Activity

OBJECTIVES

1. To establish that education for social change can happen formally and informally in many places within an organization
2. Identify each participant's involvement in social change education in ANC
3. Identify constraints/entry points for using this methodology in ANC
4. Unmask and critique essential elements of morning activity
5. Understand the main parts - design and facilitation - of an activity
6. Identify factors to consider in developing an activity appropriate to the context/needs of participants
7. Practise adapting an activity to ANC work

THE PROCESS

We began with the Process Observers report for Monday, followed by the usual 'hangovers' and presentation of the objectives and agenda for the day.

Process Observers Report: for Monday

<u>Participation</u>

"Active - mentally, verbally, physically
"No inhibitions
" talkers okay
"bit of rambling
"outside things interfering for some people

<u>Boredom/Pace/Elongation</u>

"no boredom
"pace good
"elongated in places" - dramas
- helps/hindrances (perhaps have used groups of 32)
"kept clear and simple (helps when have to write it down and explain)

<u>Content</u>

"New - building on familiar
"excitement of getting from our experience and then seeing new
"familiar - seeing with new eyes
"for two people - less that was new (new style, approach - but could have been faster for them)
"not all issues dealt with - expecting more theoretical content

Direction

"initially slight confusion

"end of day - moving ahead

"theory following experience/analysis - good

"logical sequence

Language

"no problem

"satisfied with progressive understanding of definitions/terminology

Logistics

"coffee came

"toilet paper here

Discussion

"need to get better food - especially fruit and vegetables

Agreed - can't change dining room food. People will need to get things informally, through agreement with those returning to the city daily

The Ah Ha Mapping Exercise

In the large group, participants were asked to locate their departments on a large 'map', indicating where each would be in relation to the others. This proved to be a difficult task. Continuing in the large group, participants located themselves and the constituencies/target groups with whom they do their education work. In groupings by Department, participants were then asked to name their 'formal' and 'informal' links to the work of other participants.

The Task: Constituencies/Connections

Think about your own department and the educative work it does, formally and informally

*Who are your target groups? (People with whom you do your education work) Name up to 3. How would you put them on the map?

*Which other ANC Departments do you link with in doing educative work with each constituency? Are these links formal or informal?

Each department then located this information on the map.

The next stage of the exercise involved locating on the map 4 specific points of resistance or obstacles to democratic education practice, all of which had been identified in the 'Nightmares' exercise the previous day. Participants were then divided into four groups and asked to discuss where that resistance had been learned.

Task: Resistance to Democratic Education Practices in the ANC

* Discuss where the resistance was learned
* List the Sources
* Identify the two most important

Group responses: Where resistance was learned

1. Resistance in the General Membership

- exile experience

- past experiences (usual way of conducting meetings)

- who introduces the concept (white, woman, status in ANC, someone who is defined as 'progressive' etc.)

2 Interdepartmental relations

- misinterpretation of the Constitution

- secret nature of the movement/practices

- personal, social inter-relationships

3. In the leadership

- lack of exposure to alternatives

- society in exile

- conception of leadership from the top down - authoritarian practices based on age, gender (get from home, society, ANC)

- educational practice - Bantu Education, 'hysterical & diabolical materialism'

- tension between content and process. Content changes, process must change

4. Within Departments

- traditional roles - culture (age, gender, environment - the regime)

- insecurity - threat to position, fear of losing power

- threatened by 'newness', unsure of future

- exile experience

- Bantu education and Colonial administration

Each group called in the most important sources, and these were located on the map. Finally, the full group brainstormed the supports for change within the ANC. These were located on the map.

Supports to Democratic Practice

At home:

- in mass organizations, emphasis on democratic structure and practice
- democratic teaching methods used now at home
- ANC membership in forward areas who use/are open to these methods

Within the Movement

- mood for change - internationally and within South Africa
- recognized need/necessity to change
- informal links between people who see the need
- people in this workshop - from different departments
- if methods can be see to be dealing with important content
- existing democratic practices

Participants returned to their four groups to bring back practical suggestions for how to use the supports listed to tackle the obstacles in introducing democratic education practice within the ANC. These ideas were posted.

The Task: Tackling Resistance

- Discuss practical suggestions for how you can use the supports to tackle the resistance
- Write your suggestions on flip chart paper so that other groups will be able to read and understand them

The Suggestions

i) Communication

** Document on structures be properly formulated. Relationship between the departments to be clearly defined. Document to be studied constantly and be a guide to our daily activities.*
** Organize department workshop involving heads of departments*
** Not all information should be deemed classified*

ii) General Membership

** Precise and relevant topics*
** Win influential leaders through informal links*
** Draw in unexpected people to present new methods/ideas*
** To use the method to encourage exchange of views*

iii) Within Departments

* *Informal links - within the department and outside of it*
* *Report back meeting to discuss style of work "how democratic are we"?*

iv) Leadership

* *Translate 'new' methods into daily/routine meetings*
  - *good chairing*
  - *well designed presentations*
  - *introduce (gently and appropriately) new activities*
* *Organize 'support'*
  - *prep new members*
  - *PEWG? (strengthen it)*
* *Exploit 'credibility' from home*
  - *establish it here through political consciousness*
  - *use resources, materials from home*

Critical Reflection on morning activity

In the afternoon, we reflected critically on the morning's 'mapping' exercise. Participants were first divided into two teams and given the parts of the activity on different pieces of paper. The task was to assemble the papers in order.

The parts of the activity
(given out in pieces to two groups to assemble)

"Introduction to Activity
"Putting Ourselves and Departments into the picture
"Departments identify target groups and links
"Mapping target groups and links
"Identifying 4 locations of resistance/obstacles on map
"Small groups examine where resistance is learned
"Share analysis of resistance in large group
"Identify support for democratic practice
"Put supports on map
"Practical suggestions for overcoming resistance using supports
"Post suggestions on wall

In small groups, people were then asked to reflect on the activity.

The task: Reflection on morning activity

In your small groups discuss
- What was useful/not useful to you in the activity?
- Would the 'useful' parts have been possible without the 'unuseful' parts? What would you have done differently?
- What issues/questions which require further discussion, did it surface?
- Would you use an adaptation of this activity in your work? If so, how?

Points from groups

Useful

- to identify the different problems/obstacles

Not Useful

- didn't identify insurmountable obstacles
- putting ourselves/departments on map
- the morning
- not enough analysis/source of problems
- release of detailed information on the ANC
- pace too slow

What could have been done differently?

- need to simplify what we put on the map
- cut down on elaboration of issues
- need code/sense to colours used
- kept to Branches or Departments - not both
- no map - problems discussed in small groups
- small maps, focussing on different aspects - see reflections of reality
- put up some people as examples
- more direction from facilitator in terms of objectives
- facilitator needed to know more about context
- more input into design by participants

Adaptations

- examining structures and administration
- problem-solve organizational problems e.g. conferences on new structures
- political networking - forces for change/domination

Designing an activity

This was followed by a brief presentation by the facilitators of the 'Parts of an Activity'. In the full group, we briefly reviewed the activities we had used thus far in the workshop and developed a 'checklist for designing appropriate activities'.

A Checklist for Developing Appropriate Activities

Consider:

**the number of participants*
**who the participants are: their cultural background, sector, class, gender, race, traditions*
**objectives*
**the design - at what point in the workshop the activity is fro. Is it to get out participant experience, analyze a topic, add new information, make an action plan?*
**the time you have and the time of day*
**language /level*
**space, logistics*
**materials available/required*
**theme/subject matter*
**resources you have*
**participant experience, organizational context, how much they know about the theme*

Finally, participants divided into self-selected groups of 3-4 people and worked for the remainder of the day to design an activity

The Task: Designing an Activity

1 With your workteam adapt one of the activities we have used so far to your own work context and outline it in as much detail as you can For example, what are the objectives; specifics of the task including questions you will pose; whether people will be in small groups, points for the summary; materials needed; how you will share the facilitation.

2 Prepare to role play **the first 5 minutes** of this activity to the rest of us, using us as participants in your workshop.

3 Prepare to describe the rest of your activity and the things you took into account as you designed it.

4 Prepare any props, visual aids you may need.

Be prepared to present the activity tommorow morning

The following handouts related to Tuesday are attached:

* Basic parts of an activity

Basic Parts of an Activity

1. Introduction
   - Explain guidelines and task
   - Clarify time available
   - Divide people into groups if necessary
   - Take questions for clarification

2. Doing the Activity--Implementation
   - People working at something
   - Facilitator available (as a resource, or to clarify)
   - Facilitator monitoring time

3. Debriefing the Activity
   - If in small groups, come back to large group
   - Pull out experience
   - Look for patterns/analysis
   - Add new content/theory which doesn't come from participants
   - Synthesis

Some points to remember:

- It's important to clarify the focus, or how the activity relates to the objectives.
- Plan carefully for how much data you want to generate. You may only want groups to report on one part of their discussion and work.
- Plan for how you will capture and record new insights and group learning.

DMI 1989

4. Wednesday (8:00-6:00) Working by Design Part Two: Planning a workshop/mtg

---

OBJECTIVES

1. To practise introducing an activity
2. To develop a checklist for designing and faciltating an activity
3. To review different stages of a workshop
4. To practise thinking about a workshop/meeting in terms of participants and desired outcomes
5. To practise writing realizable objectives for a 3 hour workshop./meeting
6. To practise designing a workshop/meeting appropriate to a specific constituency

---

THE PROCESS

We began with the process observers report, 'hangovers' and a review of the objectives and agenda for the day.

Process Observers Report for Tuesday

Participation

- good, no inhibitions
- challenging, making people think
- participation in the morning could have been maximized
- mapping too lengthy in process

Content

- confusing at the beginning
- no 'Ah Hah!' - i.e. no revelation of interconnection

Atmosphere

- setting freeing
- could mix

Language

- no problems

Logistics

- nothing new

Presenting the Activities

Participants were divided into two groups, with one facilitator in each, to present the activities they had prepared on Tuesday. Each workteam of two or three participants introduced us to the first five minutes of their activity as if we were the participants; outlined the remainder of their design; noted what they thought had gone well; and asked the other groups for help with specific problems foreseen. Feedback/suggestions were then given to the presenters on the problem areas they had identified.

After all groups had presented, we returned to plenary. In pairs, participants were asked to reflect on what they had learned about designing and facilitating an activity. This material was listed on the flip chart.

What we learned about Facilitating an Activity

"flexibility to deal with participants/issues
"remember to ask these questions:
- have I missed anything (to the co-facilitator)
- any questions? (to the group)
- do you understand?
"provoked lively discussions
"smaller groups a good method combined with many other forms (role play flip chart etc.) which added to the interest
"importance of self-confidence in presenting an activity
"techniques for getting people to express frustrations or feelings about the activity they have presented
"importance of visual aids (especially for summarizing)
"take into consideration dynamics among participants
"facilitator has to be part of the design
"how to pose relevant questions
"better way of inputing to help others
"comments and corrections should be accomodated

What we learned about Designing an Activity

"importance of realistic design
"make objectives clear and carefully plan what you want to do
"objectives specific to the day
"need thought out agenda and program - give attention to logistics and resources
"where to correct our design faults
"important to take composition of participants into account in order to find appropriate activity
"clarify and qualify objectives: - of the activity; where it fits in to the rest of the program
"anticipate problem areas and what you might do to overcome them
"better way of inputing to help others
"consider your capacity to carry out the design
"designing needs thinking

The Task: To Design a Workshop/Meeting

- With your partner, design a 3 hour workshop for a particular target group you work with
- Prepare to facilitate the most difficult 10 minutes you anticipate i.e not the first ten minutes
- Prepare any props and visual aids you may need to facilitate your 10 minutes
- Decide how you will divide the facilitation between the two of you

The facilitators introduced the next phase - combining activities in order to design a 3 hour workshop or meeting - by reviewing once again the stages of a workshop. Participants then divided into pre-arranged workshop pairs. Using a planning 'worksheet', participants discussed who the workshop/meeting was for, considered things to guard against, and generated a list of desired outcomes. In plenary, the facilitators introduced a list of criteria for setting objectives. Participants then spent some time objective-setting for their workshop. We returned to the full group, reworking the objectives volunteered by one design pair, using the criteria introduced earlier.

Reworking Objectives

We asked one group to volunteer their objectives - and they were as follows:

1. Discuss the electoral procedure
2. Clarify problems of procedure
3. Draw up and submit for discussion the recommendations of our preferred electoral procedure.

Revised according to the guidelines for objective setting they were:

1. Identify key procedures of the last elections
2. Identify problems of the last procedure
3. Generate some ideas to approach problems identified
4. Draw up and submit to the Preparatory Committee for discussion the recommendations of our preferred electoral procedure.

The workteams spent the remainder of the day - and much of the evening - completing their design, and preparing to facilitate the most difficult ten minutes of it, using the other groups as participants.

The following handouts related to Wednesday are attached:

1. Worksheet : thinking about your workshop/meeting etc.
2. Some suggested criteria for setting objectives
3. Workshop planning sheet

Worksheet: Thinking about your workshop, meeting etc.

Total time available: 3 hours

Participants: What do you know about participants attending your event? i.e. gender, race and enthnic background, first language, class; will they know each other; what is their experience with the topic; what attitudes, understandings, skills are they likely to bring to the workshop, meeting etc?

Things to guard against or **Things you're afraid will happen**

Setting some objectives

a) What specifically do you want participants to <u>feel, know, understand, be able to do</u> at the end of your workshop, meeting, conference etc.?

b) Identify **3 specific objectives** for your educational event

Title of your workshop, meeting etc.

Some Suggested Criteria for Setting Objectives

. Are they realistic for the time you have?

. Is there a clear verb which suggests an activity?

. Is the objective measurable? Would you know if you had done this?

. Is it appropriate to the group? i.e. could you say this objective to the group and have support?

. Is there a logical flow from one objective to the other? (refer to 'stages of a workshop')

. Do the objectives address what you want people to feel, know, be able to do?

DMI
1988

Workshop Design Sheet

Name of Workshop _____

Participants:

Objectives:
1.
2.
3.
4.

Time	Activity/Details of Process	Materials needed

Notes

5. Thursday (8:00-6:00) The Practice of Facilitation

OBJECTIVES

1. Establish some rules and a process for giving critical feedback to colleagues
2. Practise facilitating the most difficult ten minutes of the workshop designed by workteams
3. Practise providing critical feedback to colleagues
4. Summarize learnings about design and facilitation of a workshop/ meeting

THE PROCESS

As usual, the process observers report, 'hangovers' and the day's objectives and agenda were the first items of the day.

Process Observers Report for Wednesday

Participation
- good, everybody involved/active

Boredom
- pace of feedback sometimes dragged
- sometimes no feedback

Content
- all efforts from individuals
- sense of reality - problems in implementation of skills shown

Direction
- supportive information from facilitators
(especially on the task of the 3 hours)

Language
- no problem

Health
- 4 Comrades not feeling well

Discipline
- now dragging a little (7 mins late starting this a.m.)
- women sometimes irritated by male comrades and men are asked to watch their comments

Relationship between groups
- getting more relaxed

Food
- terrible

Observations on formal feedback to process observers

- *when seen as a person with delegated responsibility, answers were inhibited*
- *only one pair actually initiated discussion*
- *some said they had already talked with the other process observer*
- *answers brief - no substantiation*
- *interest in other things, not the interview*
- *some participants not relaxed during the interview*

Informal observations

- *some think can use some tools*
- *some think we should keep our same old methods*
- *some think we should use the new methods*

Comments from other participants on process observer report

- *some of the response was to the style of the process observer's questioning - some people gave brief responses because of the way they were asked for feedback. Observers may have gotten more if the interview had been more informal.*

Workshop Design Presentations

We began the program for the day by establishing some guidelines for giving and receiving feedback to each other on our facilitation and workshop designs.

Guidelines for Feedback

- *sense of humour*
- *avoid diving in and being agressive*
- *recognition of what's good*
- *suggest how it could be better*
- *"this doesn't work for me" - not sure how to solve it but...*
- *Facilitators should be tolerant while receiving feedback and address it*
- *specific and to the point - refer to a particular example*
- *directly relate to an action seen, not to a history of blah, blah, blah...*
- *recognize that people don't like criticism. Listen to the content, not the vehicle.*
- *choose the appropriate time for feedback*
- *assume criticism meant in good faith - ask a question for clarification*
- *don't repeat; keep it brief*
- *criticism not of a person but an effort to improve skills*

The facilitators outlined the following process for presentations and feedback, following the guidelines established by participants.

	Process for Feedback (60 mins per group)
5 mins	1 Group explains *participants *objectives *agenda *where we are in the agenda
10 mins	2 Group facilitates their 10 minutes as if we were the participants
5 mins	3 Everyone takes notes individually, ready to give feedback
5 mins	4 Facilitators from group comment on *what they think they did well *what could have been improved *what they would like comments/suggestions on
30 mins	5 Each person gives feedback one at a time, according to the rules established Group does not answer back

We then broke into two large groups - with one facilitator in each. Each workteam presented its plan and facilitated the most difficult ten minutes as if the other groups were the participants. Following each presentation, the presenters outlined what they thought they had done well and what they might have improved. They also identified areas for feedback. Each person then gave feedback as requested, following the rules established earlier. This process took most of the day - with approximately one hour allocated to each workteam. The program designs produced by the participants are included in this section.

Reflection

At the end of the afternoon, we re-grouped in plenary before dividing into two large groups - with one person from each design pair in each group. One of the large groups was asked to share their insights or 'Ah Hahs' about facilitation and the other about design. These points were written on the flipchart and shared with the large group. Finally we reviewed the past two days, and participants spent a few moments noting comments on the 'fly on the ceiling' reflection sheet.

What we learned about Design

"more complication, the more problems you have
"linking clear objectives to appropriate activity
"realistic timing
"identification of relevant resources
"considering participants is essential
"good design is the key to success
"allocate responsbility, clearly, to each facilitator
"plan for short, precise presentations
"collective design is more creative and better
" proper introduction and conclusion
"it s not easy - and takes time
"use a check list
"check end result to see if it fits objectives
"consider your locality

What we learned about Facilitation

"cofacilitation builds
"how to learn about what people know
"flexibility - thinking on your feet
"importance of self-confidence as facilitator
"be clear, precise, simple
"we can all do it
"constructive criticism helps
"learn how to get constant feedback
"you don t have to be an expert
"learnt how to synthesize
"new jargon!

Brainstorming

Before dinner, as requested by one of the participants, those who had viewed the video 'Meetings Bloody Meetings' stayed behind for a 15 minute brainstorm on its use.

The Video "Meetings Bloody Meetings": Ideas for using it

"role play the problems in the video: how are meetings currently run?
"role play problem and how to correct it
"circulate it to Branches
"type up summary points as a checklist to hand out
"show it to illustrate how to cut down on meetings
"questions after to ask people if anything is familiar
"follow-up exercises to help build skills in chairing/agenda setting

And then we had a Party!!
We ended the day with a social evening to celebrate the impressive work produced by all participants. There was conversation, music, song, dancing, and refreshments. A wonderful time was had by all!!

The following material related to Thursday is attached:
*Participant designed workshops/meetings (#1-8)
(Note that there were no handouts)

Group one: How do we elect our NEC

Participants: *Branch meeting*

Objectives

1. Identify key procedures of the last elections
2. Identify problems of the last elections
3. Generate some ideas to approach problems
4. Draw up some key recommendations and decide on next step

Time	*Activity/Details*	*Materials Needed*
10 mins	*Introduction -remind of last meeting* *- go through objectives/agenda saying who does what* *- questions for clarification*	
20 mins	*-Identify procedure of last elections with constraints* *- go through flip charts* *- questions/clarifications*	*Resource person* *Prepared flip charts*
30 mins	*Identify the Pros and Cons of the last elections* *-Activity - introduce what is going to happen* *- how it relates to the overall* *- divide audience into groups* *- work for 10 minutes* *- take cons and write on flip cht* *- take pros and write on chart* *- turn cons into pros*	*Flip charts & markers*
40 mins	*Generate some ideas to approach problems identified* *-start with the pros on flip chart* *-take from them and any additions* *- questions and clarifications*	*Flip charts/markers*

Participant designed program - Group one

Time	*Activity/Details*	*Materials needed*
30 mins	*Recommendations* *- what do we all absolutely agree on* *(take one by one)* *Questions/additions*	
10 mins	*Next Step* *- what do we want to do with these recommendations* *- to whom* *- by whom* *- when*	

Group two: Other Methods of Crop Storage

Participants: *Rural Women of different farms in one neighbourhood*

Objectives

**to introduce other technological methods for crop storage*
**to make them understand and accept the advantages and be able to use them*

Time	*Activities*	*Materials needed*
9-9:15	*Introduction* *a)Theme* *b)Participants*	
9:15-10:00	*Sharing of Experiences*	
10:00-10:45	*Compare and introduce different methods*	*Video and model*
10:45-11:45	*Practical engagement of assembling the model*	*Model*
11:45-12:00	*Feedback*	
12:00	*Closure*	

Group three: 'How Shall the land belong to those who work it?'
- a debate meeting

Participants: *Branch meeting*

Objectives:
**Discuss the land clauses of the Freedom Charter and the draft constitutional guidelines*
**Prepare the branch recommendations to the Department of Legal and Constitutional Affairs*

Prior Arrangements
**Agreement with branch on using resource people*
**Agreement on date and time*
**Publicize at branch meeting prior to discussion meeting and at this meeting give out handouts*

Agenda

9:45	*Introduction*
9.55	*Drawing on our experiences* *- activity (buses) - identifying links with rural areas* *- small group discussions (2 groups) - pooling our knowledge of the Rural Economy* *- Plenary - (round robin) and brief analysis*
10:45	*Theory Input* *- review F.C. and C. G clauses dealing with land and current debate* *- brainstorming on possible options*
11:05	*Stargazing/Application to the future* *- small groups (2 questions)* *- plenary (round robin)* *- decide on most important points for the submission* *- form committee*
12:30	*Closure*

Group Four: Current Strategy: Still Relevant?

Participants: *MK Soldiers*

Objectives

**Identify major developments affecting our struggle*
**Analyze the developments*
**Emanating from above, is the current strategy still relevant?*

Programme

9:00-9:05	*Song*
9:05-9:15	*Introduction:* *- present topic* *- state objectives* *- present programme; ask questions for clarification*
9:15-9:30	*Identify key elements of current strategy ('69)*
9:30-10:00	*Divide into groups. Each group to list significant shifts that have taken place since '69 - resources & politics*
10:00-10:15	*Report back from groups*
10:15-10:45	*Divide into 3 groups* *i) how significant shifts affect our structure outside* *ii) how significant shifts affect our structure inside* *iii) how significant shifts affect our capacity to fight*
10:45-11:05	*First group reports back - discussion*
11:05-11:25	*Second group reports back - discussion*
11:25-11:45	*Third group reports back - discussion*
11:45-12:00	*Closure*

Flip chart materials

Key elements of current strategy

- *our revolution is a NDR*
- *main force is the African majority*
- *vanguard is the working class*
- *armed struggle is a historical necessity forced upon us*
- *protracted guerilla warfare leading to an open war*

Resources

- *people, international support, money, facilities*

Significant changes since '69 (on our side)

- *liberation of Mozambique and Angola*
- *Soweto uprisings*
- *emergence of organs of people's power*
- *increased MK activities*
- *growing inernational support*
- *growth of underground organization internally*
- *formation of UDF*

Significant changes since '69 (on their side)

- *depression of the economy*
- *military defeat at Cuito Cuenevale*
- *decline in price of gold*
- *growing inability to control the situation*
- *crumbling of the white laager*

How the changes affect our structure inside?

- *easier access to the country*
- *emergence of self-defence units*
- *better security measures*
- *closer relation to mass formations*
- *combatants closer to the masses*

How do changes affect our structure outside?

- *mushrooming of different departments*
- *massive growth of exile population*
- *large refugee population*

Group Five: Developing Positive Attitudes and Action Towards Aids Victims

Participants

(minus)

'different structures/responsibilities
'not exposed to People's Education
'fear to discuss Aids - especially women
'chauvinistic attitudes (patriarchal society)
'little in-depth Aids education
'most married, therefore less concerned

(plus)

'have knowledge of aids and views
'some have experience of aids
'common language (keep it simple)
'familiar with each other - know how to deal with each other
'common political commitment - so ethnic divisions not important
'all S. Africans - common culture
'all exiled - in country with lots of Aids
'mixed gender - but most men

Things to Guard Against

'uncontrolled emotions
'uncontrolled discussion
'personalizing'
'being obviously overtly judgemental
'being too academic (boring)
'little participation
'not being clear and understood

Fears of what will happen

'lack of participation or even ridicule
'become very personal
'very emotional
'boredom
'few will participate
'people won't understand

65

Developing Positive Attitudes and Action Towards Aids Victims

Objectives

" To consider and identify the effects of those attitudes, shown in the drama, towards Aids victims.

" To analyze whether such effects/attitudes are helping or hindering in dealing with the Aids problem.

" Decide whether those attitudes and effects hindering us in dealing with Aids are possible to change, and make concrete suggestions how we should go about over-coming them.

Agenda and Programme

9:30	*Introduction*
9:40	*Presentation of Drama (including volunteer participants)*
10:10	*Identification of EFFECTS of attitudes shown to aids victims upon: - the Aids victim* *- the family and friends* *- the social/work group* *(in groups)*
10:40	*Decide whether these attitudes hinder or help in dealing with aids. (in 2 groups by colour underlining)*
11:00	*Tea break*
11:15	*Either role play or discuss ways of dealing with negative attitudes*
12:15	*Consensus on developing positive attitudes towards aids victims*

Questions - for three different groupings

Question one

a) What are the effects of these attitudes upon the Aids victim himself?
b) What are the effects of these observed attitudes upon the family and relatives of the Aids victims?
c) What are effects of these attitudes upon the social or work group of the Aids victim?

Question two

Which attitudes hinder or help in dealing with aids?
(underline those that hinder in RED and those that help in GREEEN

Question three

(for roleplay or discussions)
Make concrete suggestions how you could overcome or change these negative attitudes.

Effects of Negative Attitudes

1. *Children out of school*
2. *break-up of marriage, family land relationships*
3. *isolation of victims and their families*
4. *loss of training/educational opportunities*
5. *disgraced and shamed in society*
6. *not able to have children*
7. *loss of job or non-deployment*
8. *suicide or deep persistent depression*
9. *violence (e.g. wife battering)*
10. *restriction on travel*
11. *poverty and destitution and resultant anti-social behaviour -ie thieving*
12. *infecting others, despite knowing*

Group six: The Rights and Duties of an MK Soldier within the ANC Democracy

Participants: *Group of 30 MK Soldiers*

Objectives:

1. To identify the key features of the democratic process within the ANC
2. To clarify each member's role within it
3. To identify with helps and hinders the democratic process
4. To generate discussion on the whole democratic process with specific reference to identifying areas therein needing specific attention and how.
5. To draw recommendations for change (if any) directed to the MHQ and NEC

Agenda

8:00	*Introduce objectives of the meeting*
8:05	*Brainstorm key features of the democratic process and the individual's role within it (small group discussion)*
8:20	*Report back to full group (charted on flip chart)*
8:30	*Facilitator's Presentation on rights and duties, obligations etc. of MK Soldier vis a vis ANC not already mentioned by participants*
8:45	*Small group discussion based on member's experience of what helps/hinders democratic process*
9:15	*Report back - plenary Pin-up of most important selected ones*
10:00	*Tea break*

Participant designed program - Group six

10:15	*Help/Hinder Cancellation charts: Answer/None/ Insufficient*
10:25	*Application: Focus on 'No Answer/Insufficient/answer chart* *Reflection*
10:30	*Discussion* *Small group discussion on ways of solving the problem taking into consideration experience and theory*
10:45	*Debrief* *Group reports on chart*
10:55	*Open up comments/discussion of feasiblity of suggestions*
11:25	*Final recommendations*

Group seven: Election of RPC

Objectives

1. *To identify procedures of the RPC elections*
2. *Identify disatisfaction with the old method*
3. *Generate new ideas*
4. *Make recommendations to the AGM*

Agenda

8:00	*Introduction* *- objectives* *- identify the old procedures*
8:10-8:15	*Breaking people into four groups*
8:15-9:55	*Group discussion- each topic 40 minutes*
9:55-10:15	*Enlisting problems and solutions*
10:15-10:40	*Recommendations*
10:40-11:00	*Closing remarks and summary*

Task to the Groups

1. *Enlist the problems of the previous RPC election procedures*
2. *Enlist solutions and recommendations*

Group eight: AIDS (Second group)

Participants: *Branch meeting*

Objectives

1. *To identify how one gets AIDS*
2. *Identify: - methods of prevention*
   - care of victims of AIDS
3. *To deepen the understanding of the above*
4. *To discuss the need and relevance of AIDS/Sex education*

Program Outline

Time	*Activities/Details*	*Materials Required*
9:00	*Introduction*	*flip chart, pens*
9:10	*Group discussion on how AIDS is transmitted and what happens to AIDS victims (in 4 groups with 4 questions)*	
9:50	*Group discussions on prevention of AIDS & care of AIDS victims*	
10:10	*Video/input plus discussion*	*video/TV/Video recorder/overhead projector/slide project. tapes.*
11:10	*Break*	
11:30	*Group discussion on AIDS, sex education*	*Tapes*
11:55	*Conclusion (Plenary discussion)*	

Notes for the introduction

As you know that AIDS is a universal problem and we must face reality as we live in a community where AIDS has claimed many lives. So together we will define AIDS drawing from experiences and together elaborate how AIDS is transmitted. Also come up with suggestions to the Health Department how to assist AIDS victims involving the community.

Flip Chart Material

What do you know about how AIDS is transmitted *(from group)*
" put in red

1. *Through sexual intercourse*
2. *Kissing"*
3. *Unsterilized instruments*
4. *Touching"*
5. *Blood Transfusions*
6. *Many partners*
7. *Used utensils by AIDS victims"*
8. *By birth*
9. *By accidents*

How Aids is transmitted *(list from facilitators)*

- *fluid from vagina*
- *semen from male*
- *homosexuality*
- *heterosexuality*
- *Blood infected* *a) transfusion*
  b) accidents - when one has a bleeding wound and has AIDS - blood may get to the others in the accident who have open wounds.
  c) Infected utensils/needles
  d) infected syringes

Questions according to the four groups

Group one

1. How does one get AIDS?

2. What happens physically to an AIDS victim?

Group two

1. How do you prevent getting AIDS?

2. Is there anything one can do to prolong life of an AIDS victim?

Group three

1. Who are the most likely to get AIDS?

2. Is AIDS spread throughout the world? Identify countries where you live and visit where AIDS is present.

Group four

1. AIDS/Sex Education

a) What is meant by 'safe sex'?

b) What is meant by Sex education?

For all groups:

Is there anything you'd like to change in these questions?

6. Friday (8:00-12:00) Covered Ground and Next Steps

OBJECTIVES

1. Develop a checklist of facilitator techniques for democratic learning and teaching
2. Identify next steps for applying this methodology within each ANC Department represented by participants
3. Identify resources and support mechanisms for follow-up
4. Evaluate the workshop

THE PROCESS

We began with the Process Observers Report, 'hangovers' and the objectives, agenda for the day.

Reflection on learnings

Participants were divided into 6 small groups to reflect on their learnings about democratic learning and teaching practice. Each group was asked to identify the concrete ways they had seen the facilitators or other participants address one of the following:

- get participation from everyone
- get out people's experience or knowledge of a topic or idea
- collectivize the analysis of a topic or theme
- add new information to a discussion
- establish a more equal partnership between learner and facilitator
- build skills for action

These points were listed on flipchart and presented to the other groups.

What we have learned about democratic practice

How to Get participation from everyone

"break up into small groups
"be simple and clear
"invite answers (which means ask questions)
"look for innovative ways of participation
"as facilitator writing down/publicly acknowledging all contributions
"good facilitation allowing all to participate
"plan for participation at all stages e.g. presenters were also asked for their responses
"have clear objectives
"collectivize responsibility for all activities
"learning from our own experience
"finding ways of overcoming inhibitions

How to get out People's Experience

**use past experiences*
**questioning*
**discussions - small group*
**stating clear objectives and simple topics*
**creating an easy atmosphere*
- buses, role play/drama, energizers, paired discussions, expectations, by saying humour was expected, getting group to set its own rules, having terms of reference, knowledge and respect for the group by facilitators
**method used*
**language*

Ways to Collectivize the analysis of a topic or theme

**to collectively analyze a theme is a process*
**the activity must be planned for*
**the more complex the theme, the more it has to be broken down into simpler parts*
**breaking into smaller groups facilitates organizing contribution (and ensures democracy)*
**contributions should be drawn from participant's own experience and knowledge*
**variety of methods can be used to report back views to bigger collective (using small papers to group ideas, round robin, posting, flip chart)*
**theoretical input useful to shape contributions*
**implementation will prove the correct analysis of theme/topic*

How to add new information to a discussion

**Get what people know*
- from the very question posed
- in pairs
- groups
- by building a picture
- through a feedback process - in different ways
i rapporteur (group summaries)
ii round robin (every person or group to have a turn)
**Add other information*
- bring in a resource person/experienced person in topic
- handouts (prior and during)
- facilitator presentation
- visual aids /slide-tapes/videos
- call on participant with experience
- reference materials
**method - use energizing to increase people's concentration to give and receive feedback*

How to establish a more equal relationship between learner and facilitator

**listing expectations at the beginning, and facilitators noting which would not be met*
**facilitator being involved in 'introduction' and breaking down inhibitions activities*
**seating arrangements (no hierarchy)*
**facilitators like colleagues not teachers/lecturers (attitude)*
**drawing upon participants experience make them feel valuable-equal*
- process observers
- ask why something didn't work
- public self-criticism by facilitators
- getting out participant experience before putting in theory by facilitator
**participants can constructively and openly criticize facilitators*
**control, guidance and design prevent domination by facilitator (or by other participants)*
**participatory activities make everyone feel 'equal' and comfortable, including facilitators*
**openess and willingness to assist whenever needed (accessibility)*

How to Build Skills for Action

**introduce new skills in planned stages*
**experience teaches - practice makes perfect*
**by analyzing what you want to change/strategize solutions*
**in co-facilitation - feedback from your co-facilitator (self-assessment, constructive criticism)*
**through co-facilitation can have sharing of experiences and ideas*
**learn to anticipate situations (response from audience)*
**learn to analyse/understand your target group*
**read*
**give adequate time to thorough preparation*
**willingness to draw from other experiences*
**be flexible/sensitive to need for change during implementation*
**after and during implementation, make an honest, realistic reflection on the activity(ties)*

Next Steps

In plenary we moved on to look at next steps for applying what we had learned within our ANC work. The facilitators checked out their assumption that participants did see some relevance of the week to the ANC. We also reviewed what had already been produced - 9 workshops and suggestions from the Tuesday mapping discussion. In participant - defined groups, people then discussed what resources, supports, and mechanisms were needed to apply this methodology in appropriate ways within the ANC. Each group was asked to bring back practical suggestions.

The Task: Developing Supports

1. In your group, identify the supports and resources you need to move ahead with applying your learning within the ANC

2. The suggestion of a working group to assist with this has been proposed. If this suggestion makes sense, discuss the logistics of such a committee (where, when, who, how) and be prepared to present your suggestions
If this does not make sense, suggest another mechanism for getting the resources you need

Report back from groups

Resources we have/ need

**reference/report document from the workshop*
**PEWG members*
**PE books and materials for reference*
**funds*
**stationary and technical material*
**time*
**transport*
**ourselves - a prepared group of trained, skilled, committed participants*
**visible action will help mobilise resources*
**create tools for publicising PE*
- a brochure to hand around after gaining support
- a song which the Tammy Mnyele Quartet sings
- video: design a publicity/educational activity which the video unit can produce for distribution
**find links to other groups (network) to gain from their experience/support*

Support needs from

**Departments - gain commitment from department to provide logistical support*
**certain identified persons*
**participants of the workshop*
**Preparatory commitee*
**Branch Executive and Regional Political Committee*
**Department of Political Education*
**Doris Marshall Institute - maintain working relationship*
**ultimately the membership/leadership/acknowledgement by immediate leadership and consistuencies*
**a committed group willing to be involved in prep. committees with ideas, materials and participate in designing*
**set up a Popular Education practice group*

50

"gain support through conscientisation - through strategic introduction of methods into departments and interdepartmental activities on a day to day basis
"gain credibility through spread of activities to get support:
- general membership and branch
- meetings, women's units
- identifying individuals in positions of responsiblity to give support and further the group's work and to help spread information on Popular Education to our regions.
"design and facilitate a meeting between participants in the workshop and extended Regional Political Committee to introduce the idea of Popular Education being used in Branch meetings

Working Group
" have set proposed participants in working group
"have appointed convenor
"drawn objectives
"have discussed the mechanism of meeting
(working program will be discussed in the first meeting
"PEWG to be called People's Education
"Things to do: as a resources base
- help organize conferences/seminars/workshops etc.
- organise other PE skills workshops
- develop PE skill
- encourage the establishment to organise C.S. wkshops
"Who is in PEWG?
- everyone here a member
- PEWG to mandate a working core (task to be defined)

Following the small group presentations, we began to flesh out the details of the support mechanisms needed.

The support mechanism - as far as we got
(Note that these conclusions were not formally adopted by the meeting but seemed to represent the consensus of opinion)

Name *People's Education Working Group(PEWG) or Cooperating on People's Education (COPE)*

Who *Everyone here*

Structure *a) working group*
b) Coordinating Committee

Where	**Would like it to be under the formal auspices of DPE in the future* **Work will proceed now; from Culture, with the aim of strengthening COPE/PEWG to approach DPE* **Need to renegotiate the relationship of this group to Culture*
Who	**Coordinating Committee* *Composition should reflect tasks to be completed and Dpartments: - DPE, Educationa, Research, Culture, RPC*

This process was interrupted by the news that the ANC had been unbanned, and that Nelson Mandela was to be released. There was crying, dancing, singing... a very moving hour of celebration together. And then we agreed that the only thing to do was to adjourn the workshop!

The following handouts related to Friday are attached:
*The evaluation sheet (which we were going to use)

Part C

Evaluation & Results

BEST COPY AVAILABLE

Educating for a Change

Course Evaluation

Date:

This form has two purposes. We hope it will help you reflect on your own learning during the course. We know it will help us improve our work. To make the evaluation as useful as possible to us, it helps if you can be specific and personal. (i.e. using 'I' instead of 'we' etc.)

Part one: What did you learn from this course?

a) New knowledge gained from the course

b) New understandings, feelings you leave with

c) New skills - things you can use in your work

Part two: Your Assessment of the Course

1. What parts of the course did you find most useful? Why?

2. What parts did you find least useful? What ideas could you suggest for improvement?

3. Would you recommend this course be offered again? YES ☐ NO ☐
   If so, to whom? If not, why not?

4. Any other comments/suggestions?

Many thanks for taking the time to fill this out!!

C. Evaluation and Results

As mentioned in the last section, the news of the ANC banning arrived during the last hour of the workshop. As a result, we did not complete the final written evaluation as planned. However, there had been a lot of evaluation built into the course. We also held a post-workshop evaluation session involving members of the ANC Popular Education Working Group and the DMI Facilitators.

Methods of evaluation used

Participant reflection/evaluation of the training took seven forms:

- ☐ large group critique of selected activities run by the facilitators
- ☐ critical feedback to participants practising skills
- ☐ reflection on learning after practising skills
- ☐ 'fly on the ceiling' reflection at the end of the day
- ☐ process observers' daily reports
- ☐ checklists on learning at the end of the course
- ☐ post-workshop evaluation by the planning team

Large group critique of activities

This was used after the 'Aha' activity on Tuesday. Participants were asked what they found *useful, not useful, what could have been improved.* (See the notes in B.3.) This evaluation served 3 purposes:

i) it opened facilitators to honest, frank critique by participants, promoting more equal relations between them;

ii) it demonstrated how the invitation and structuring of critical feedback can assist everyone's learning;

iii) it surfaced lingering disatisfaction with that particular activity and helped people move on.

Critical feedback to participants practising skills

After the presentation by participants of an activity on Wednesday, and the facilitation of part of a workshop on Thursday, participants were asked to identify what critical feedback they wanted. Members of the group then practised providing it. This process provided participants with clear assessments of how effectively they were practising their own learning. It also clarified to course facilitators what support individual participants needed.

Reflection after practising skills

On two occassions, participants were asked to develop checklists of their learning. Following the presentation of an activity on Wednesday, participants developed two checklists of what they had learned in designing and facilitating an activity. (See B.4 - 'Working By Design Part Two') Similarly on Thursday, following workshop facilitations, participants assessed learning through the generation of 2 additional checklists on 'Insights about design and facilitation'. (See B.5 - 'The Practice of Facilitation')

Fly on the Ceiling

Fly on the Ceiling steps outside the intensity of the learning experience and invites a cool appraisal of what we did; what we learned; and how could I apply it. This is a personal reflection sheet whcih participants fill in individually or in discussion with others. Thoughts which emerge on the 'Fly on the Ceiling' sheet often appear in oral assessments of the day, or in the 'hangovers' the next morning.

Process Observers' Daily Reports

Eight participants - two per day - served as process observers during the workshop. This is a voluntary function decided at the beginning of the day. Process Observers think about their own learning experience as the day proceeds and actively invite comments from other participants about the process for that day. (See 'process observers sheet' in Section B.1 - 'What's it all about') Process Observers focus attention from the facilitators' intentions to what is happening with the group. Their mandate- to critically appraise the program as it proceeds- invites more frank and equal relations between facilitator and participants.

Final checklists on learning

On the last morning, as a prelude to an intended written and oral evaluation, participants, in six groups, developed checklists on what they had learned about democratic learning and teaching practices. (See Section B.6 - 'Covered Ground and Next Steps'- for the six themes and for participant responses). This checklist is a clear development from the first day's work on effective design and facilitation which focused more on logistics than process. These final lists pinpoint facilitator behaviours, interventions and specific design considerations.

Our written evaluation was preempted by Mr. DeKlerk's opening of parliament speech. The unbanning of the ANC took precedence over the evaluation of the workshop!! Our final half-hour was one of extraordinary emotion and energy.

Post Workshop Evaluation: Applications

On February 9, an evaluation meeting of the workshop was held with members of the coordinating committee, the Popular Education Working Group (PEWG). We agreed to a structure and process for this report. We also tried, in a preliminary way, to assess the impact of the workshop. Committee members said: "*everybody*" felt they had learned something. They came away with energy and a sense that they could apply this in their specific work." A few participants reserved some skepticism. The approach, they felt, was useful for enlisting participation, but not for ensuring a product, such as recommendations.

However, already in the week following the workshop, 2 participants had applied their learning to the running of a rural workshop for 27 people from 6 different regions. The results were concrete recommendations and a network of ANC members engaged in project, department and academic work on this issue.

Another participant had chaired a branch meeting where the NEC statement was being presented to the membership. Close to 100 people attended. The meeting began and ended on time. People attending commented on the democratic and open process, where everyone felt heard and everyone felt the meeting had moved discussion forward to action.

Another application was the planned Malibongwe Evaluation meeting for February 10. Participants expressed their intent of using their workshop designs in discussions of electoral procedures, land, Aids, etc. in Branches. Hope was expressed to persuade the preparatory committee of the Language Workshop to use 'popular education' methodology.

It is clear that this particular political moment demands the focused energies of everyone in the Movement. There is increasing recognition that this methodology can assist this process. The Department of Political Education(DPE) has requested additional training for branch and unit offices as well as a second stage training for the initial participants. Discussion of this proposal will continue with PEWG and the DMI over the coming months.

Postscript

As mentioned earlier, in the final workshop session the participants discussed the need to consolidate the group as a network in the ANC and that members would commit themselves to being used as a resource by other members. Participants discussed a strategy to raise the profile and credibility of popular education methodology within the ANC. It was recommended that steps should be taken to transfer PEWG to work under the auspices of the Department of Political Education (DPE) rather than Arts and Culture.

We later learned of DPE's interest to rapidly increase the number of cadres able to use popular education methodology in their political work. ANC members who work on the regional political committees or branch committees are signalled as one of DPE's priority groups. Military headquarters also expressed interest in some of their members receiving training if a workshop were to take place as planned in Tanzania. The availability of training to ANC members in the first groups returning to South Africa was also discussed.

The placement of such urgent demands requires thinking through a longer term strategy. On the one hand the DMI trainers point out the short term short-sightedness of their once again being hosted by the ANC (whether in Lusaka or in South Africa) to repeat their first training workshop to a new group of ANC members. Longer term strategy demands the training of a core of trainers within the ANC who would have the skills and confidence to replicate the work begun by DMI. Longer term strategy also requires thinking through the role of popular education when we are no longer an exile community. Should we aim to build a core group of trainers who maintain their role on return? What integration process will we have with other popular educators working in South Africa?

While longer term strategy is under debate it is important not to lose the momentum gained from recent activities. In the short term the preferred path of PEWG members was that proposed by and discussed with DMI. The strategy would be for DMI trainers to return in a few months (July or September) during which the PEWG group would have gained more practical experience. The goal of this second training would be to take the original PEWG group and hold a follow-up consolidation training session. Of this group a number of members would receive a further level of training and spend another week designing an ANC training workshop for the groups

identified: members returning to South Africa, branch committee organisers, and members from the camps. The first of these workshops should be undertaken in the third week of the DMI consultancy. This workshop would be wholly facilitated by the ANC core group with the DMI trainers taking a debriefing/support role. The PEWG group agreed that while DMI has several trainers, it would be comfortable if at least one of the DMI trainers would be either Bev Burke or Barbara Thomas to provide continuity of an established ease.

The recent unbanning of the ANC offers the possibility of new linkage and integration activities which may lead to an alteration of the proposals - but not challenge the request for a longer term collaborative relationship.

Notes